

Hak Cipta Diindungi Undang-Undang

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CHAPTER I INTRODUCTION

A. The Background of the Problem

Language of communication occurs in daily activity as a text. This is true in any spoken and written language. Language represents medium of most communication comprehended by people in the entire world. Language as medium of communication has two types, they are written and spoken. The term of productive skills, according to Harmer (2007), is the language skills where the students produce the language themselves. The language skills that are categorized into productive skills are speaking and writing. While, reading and listening are as receptive skills. Both components of skills depict how language as means of communication works. These skill components are messages delivered through spoken and printed texts that are produced by language learners. The messages which are produced by students in spoken form are categorized as speaking; while the messages produced by students through written form are writing.

Spoken language can be manifested in oration, dialogue, presentation, etc. Written language can be manifested in letter, news, short message, short story, novel, etc. Language is very important to express something and to communicate with other. People around the world speak English to communicate, automatically they need to learn English. To build a relationship, they need to understand the English language because it has an important role in the International communication.

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Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also understand when, why, and in what ways to produce language (*sociolinguistic competence*). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996).

In Indonesia, students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. They say foreign language is difficult to be learnt because most of them know nothing from the beginning. Usually, students know nothing how to express what they want to say. (Penny, 2003).

State Junior High School 3 Tambang is one of the schools that uses school-based curriculum (KTSP) in teaching and learning process. Based on the KTSP (2006, p.130), of Junior High School level, the purpose of teaching English is to develop communicative competence in spoken and written form to achieve literacy level which can be realized through four language skills : listening, speaking, reading, and writing. At the Junior High School level, students are expected to be able to create many kinds of functional and monolog text in the form of procedure, descriptive, recount, narrative, and report texts.

Based on the preliminary research, exactly an interview on March 2017 with Mam Sumarni, the English teacher at the school informed that speaking has been taught with some techniques. The teacher provided written

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material and gave example of how the text worked such as dictation, etc. The teacher asked the students to practice speaking the text. Beside that, the teacher also divided the students into pairs to practice a title of narrative story by using turn taking system in which she also asked the students to conclude what they spoke in pair in front of the class individually. Ideally, the student had no problem with their speaking but in reality, they were still problematic with their speaking skill. The students speaking problem can be seen in the symptoms below:

1. Some of the students had lack of vocabulary to express their idea in English.
2. Some of the students were uninterested in speaking in English.
3. Some of the students did not have self-confidence to speak English.
4. Some of the students had difficulty to pronounce English well.
5. Some of the students were unable to speak with correct grammar.

Based on those conditions, the writer tried to solve the problem by offering one teaching strategy of teaching speaking called P-M-I Strategy.

According to Wormely (2005, p.124), PMI stands for P-Pluses, M-Minuses, Interesting. Plus Minus Interesting Strategy will work well for summary and analysis. The strategy is still very useful today. Because it can help the students make the right decision based on what they have been studying. Although some people use Plus Minus Interesting Strategy purely for getting students to consider their decisions and opinions carefully.

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Furthermore, Sanches (2010, p.23) stated that PMI is an affective strategy used by the teacher to generate ideas about question or problem and help them to see and value of both possibilities of solution for the problem. This strategy can make students think better and more confident to speak about their comprehension.

Through this strategy, students can find solution of the problem and share it in discussion. In this activity, students can share their opinion freely. This strategy can make students more active and communicative in class.

Klippel (1992, p.97), explained about the procedures of Plus, Minus, and Interesting strategy in teaching, as follows:

1. Teacher gives the class an idea or topic. Then topic is familiar for students.
2. The students have to think of the plus point, minus point, and interesting pointaf an idea.
3. The students work with a patner and share their ideas for a few minutes.
4. The ideas are discussed with whole class.

Moreover, Sanchez (2010, p.23), stated that advantages of PMI strategy are:

1. PMI can help students generate ideas about a question or problem.

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2. This strategy can help students to see and value both sides of an argument.
3. This strategy can help students to make informed decision.
4. This strategy encourages students to reflect on creative and border aspect of a topic
5. This strategy can make students free to share their ideas to other.

In conclusion, through this strategy, students can comprehend a problem and find the solution easily. This strategy can build confidence of students in speaking. Based on their knowledge about the topic, they can share it to other confidently.

Based on the problems above, the writer was interested in carrying out a research entitled **“The Effect of Using PMI (Plus, Minus, and Interesting) Strategy on Students’ Speaking Ability at the Second Year of State Junior High School 3 Tambang.**

B. Definition of the Terms

To simplify the process of designing and application of the research and to avoid misunderstanding and misinterpretation, it is necessary to define the operational definitions of the terms in this research :

1. Effect

Jack C Richards and Richard Schmidt (2002, p.175), stated that effect is a measure of the strength of one variable’s effect on another or the relationship between two or more variables. In this research, effect is

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defined as the result of teaching speaking before being taught by using plus minus interesting strategy and after being taught by using plus minus interesting strategy on students' speaking ability at the second year of State Junior High School 3 Tambang.

2. Plus Minus Interesting Strategy

According to Fogarty and Kern (2009, P.38), PMI strategy requires looking at three perspectives: the positive or pluse, the negative or minuses, and the natural or the interesting. It means "plus" is related to the positive element of the topic. It can be all of benefits or advantages of a particular thing. : "minus" is related to negative element. It means that it deals with disadvantages of one thing. "interesting" is related to those points that either good or bad, but are regarded as natural observation, comments or points of interest.

Furthermore, Dawn Wee (2010, p.45), stated that PMI is a simple strategy to look at the problem from all sides. Schancesz (2010, p.23), stated that PMI is an effective strategy used by teacher to generate ideas about a question or problem and help them to see and value of both possibilities of solution for the problem. This strategy can make students think better and more confident to speak about their comprehension.

Edward de Bono was the first person to explain this technique. Edward de Bono(1982, p.18), stated that The Plus Minus Interesting is an attention directing tool. This strategy uses the table to devide the pluses, minuses, and interesting point from the statement given by the teacher.

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3. Speaking Ability

Speaking is delivering a message, information or idea to communicate to other people. Regarding Cameron's idea (2010, p.40), speaking is the active use of language to express meanings so that other people can make sense of them. According to Klippel (1984, p.47), speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of the speaking. Speaking in this research is defined as the students' speaking ability of using Plus Minus and Interesting strategy at State Junior High School 3 Tambang.

C. The Problems**1. The Identification of the Problem**

Based on the background explanation and the phenomena of students' speaking ability that happen at the second year of State Junior High School 3 Tambang, the writer identifies the problems as follows:

- a. What made some of students have lack of vocabulary to express their idea in english?
- b. What made some of students uninterested in speaking English language?
- c. What made some of students have low self-confidence to speak English?
- d. What made some of the students difficult to pronounce English well?

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- e. What made some of students unable to speak with correct grammar.

2. The Limitation of Problem

The problem of this research only focuses on the Effect of Using Plus Minus Interesting Strategy on Students Speaking Ability at the Second Year of State Junior High School 3 Tambang.

3. The Formulation of Problem

Based on the problem limited above, the problem is formulated in the following research question as follow:

- a. How is the students' speaking ability taught by using Plus Minus Interesting strategy at the second year of State Junior High School 3 Tambang?
- b. How is the students' speaking ability taught without using Plus Minus Interesting strategy at the second year of State Junior High School 3 Tambang?
- c. Is there are any significant effect of using Plus Minus Interesting strategy on students' speaking ability at the second year of State Junior High School 3 Tambang?

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D. The Objectives and Significance of the Research

1. The Objectives of the Research

- a. To find out the students' speaking ability, taught without using Plus Minus Interesting Strategy at the second year of State Junior High School 3 Tambang.
- b. To find out the students' speaking ability taught by using Plus Minus Interesting Strategy at the second year of State Junior High School 3 Tambang.
- c. To find out significant effect of using Plus Minus Interesting Strategy for students' speaking ability of the second year at State Junior High School 3 Tambang.

2. The Significance of the Research

The research activity is significantly carried out in the following needs, they are:

- a. To give some information to the teacher about Plus Minus Interesting Strategy in teaching speaking.
- b. To give some contributions to the students in order to develop students' speaking ability in by using Plus Minus Interesting Strategy.
- c. To enhance the writer knowledge about teaching speaking by using Plus Minus Interesting Strategy.

- d. To fulfill one of the requirements for undergraduate degree at education and teacher training faculty of State of Islamic University of SUSKA Riau.

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